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ABSTRACT

This study investigated systematic relationships among teacher personality types (Ambitious, Conscientious, and Indulgent), preservice educational beliefs, and intern classroom practices. The investigation traced the theoretical and empirical linkage from personality structure though educational ideology and finally to perceptions of teacher priorities and behaviors as seen by students. During pre-service education, 32 subjects were classified by way of a word association test and assigned to one of the typologies listed above-- A, C, or I--and then were tested on five dimensions of the Wehling-Charters Teacher Conceptions of the Educative Process instrument. After seven months of intern-year teaching, a Student Perceptions Test was administered to 1,023 pupils of the interns. Students measured intern motivations and practices on three corresponding test scales: Achievement (Ambitious), Conformity (Conscientious), and Nurturance (Indulgent). A, C, and I types were hypothesized to hold differing educational beliefs and to adopt differing teaching goals and strategies in practice. These differences were hypothesized to be a function of personality structure. The results indicate that pupils: (1) perceive differences in style and behaviors between A and C types; (2) accept both A and C type teachers and teaching priorities; and (3) reject individuals of any typology who present confusing and/or conflicting sets of educational beliefs and teaching strategies. (Author/MM)

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SOME RELATIONSHIPS BETWEEN PSYCHOLOGICAL STRUCTURE, EDUCATIONAL BELIEFS, AND TEACHING STRATEGIES IN THREE TYPES OF TEACHER TRAINEES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

That psychological factors play a significant role in teaching behavior is generally acknowledged; research on related questions, however, has proceeded from diverse avenues of approach and produced findings which vary considerably in many respects. This research attempted to increase our understanding of some of the relationships which exist between the interpersonal structure of the teacher and teaching behavior by systematically applying psychoanalytic principles to an analysis of teacher belief and practice. Specifically, teacher trainees were classified by personality and assigned to one of three teaching categories; the educational beliefs of the teaching types were compared and contrasted, and their impact upon classes and students was studied via a pupil perception measure. The investigation traced the theoretical and empirical linkage from personality structure through educational ideology and finally to perceptions of teacher behavior as seen by students.

All beginning teachers bring many types of shared educational and personal experiences into the classroom. But upon assuming the role of teacher, it is evident that there are considerable differences among them in regard to teaching style, classroom climate, and teacher-pupil rapport. These differences have not been accounted for through examination of the training sequence.[1] Partial understanding of teacher personality and the desire to teach is provided by our knowledge of the ways parental relationships and childhood experiences influence the prospective teacher. Investigation of the relationships between teacher personality and teacher practice was undertaken in order to clarify personality structure as it relates to teachers and to detail the potential influence

which the personality of the teacher can have upon the entire classroom milieu.

Psychological Backgrounds

We know that the vocational choice of teaching is subject to a complex set of emotional factors, with roots which can be traced to childhood. Symonds[2] was a pioneer in the study of childhood as it relates to teacher psychology, demonstrating that many of the emotional expressions and inappropriate behaviors which teachers manifest in the classroom can be causally related to early childhood relationships. Wright,[3] and Wright and Tuska[4] found that childhood identification with either father, mother, or teacher influenced both basic orientation to life and motivations for teaching. Sherman[5] reported that pupil-teacher relationships are in many respects repetitions of earlier relationships, indicating that transference plays a major part in classroom interactions. It also appears that there are strong vicarious overtones in the occurrence of projection -- the individual doubles the emotional impulses as they are perceived in others. Projection of impulses unacceptable to the superego frees the ego from an obligation to expend energy to repress them. Both Baron[6] and Henry[7] have detailed some of the ways in which defense mechanisms condition pupil-teacher relationships and shape the organizing structure of classes.

Wright and Tuska[8] also suggest that identification with a teacher strongly influences teacher development. Three separate identificatory patterns, each based upon a different model and incorporating its own set of motivations, assumptions, and goals, can be delineated:

1) Emulative Identification is the process through which a desirable model is acquired for personal use. Assumption of the teaching role from this basis allows the individual to re-create the role as it has been observed through a particularly admired teacher. The goal thus becomes fulfillment of the ego ideal as personified by an original model. Emulative identification permits the individual to express qualities of leadership and direction;

students are encouraged to follow in the paths set by the teacher. The ultimate personal goal, and one which is likely to be projected onto students, is to achieve success, maturity, and independence.

2) Identification with past teachers, collectively, is suggested here to be primarily defensive in nature. Children, as Baron remarks, perceive many similarities between parents and teachers. The socializing functions of both roles are reciprocal and mutually reinforcing. The child/student makes the identification not with a particular adult model, but rather with the observable manifestations of the role acted out by teachers. Upon assumption of the role as an adult, the individual may then demand of students what has previously been demanded of him by his own parents and teachers.

3) A third pattern of identification focuses around an idealized conception of "student", and arises from identification with mother and maternal teachers.[9] The goal is to re-create the emotionally satisfying experiences and joys of earlier school years. Possessive identification tends to minimize the leadership and controlling functions of the teaching role. The identification is, in this case, primarily narcissistic -- the teacher in love with the child in himself.

These identificatory patterns are brought to the teaching role by the person, having been formed long before the onset of formal training. The nature and intensity of the identification will have direct consequences in terms of role perception. Once having assumed the role of teacher, and through the mechanism of transference, the individual may reinforce basic attitudinal and behavioral conceptions of classes and students. It is this mechanism which helps to account for the general stability of such classroom variables as methodology, climate, and student-teacher rapport over time.[10] Through the mechanism of projection, the teacher attributes to classes and students his own needs, goals, insecurities, and perceptions, acting and reacting accordingly.

TEACHER TYPES

Recognition of similarities in orientation and practice among teachers has led researchers to the development of teacher typologies in an effort to more easily understand shared traits and tendencies. Typological grouping has the advantage of dealing with characteristics apparent in groups but less obvious in individual cases. This permits generalization and prediction with the necessity of accounting for variables operant for individuals. The typologies postulated by Wright and Tuska[11] were employed here.

Wright and Tuska examined the interpersonal psychological patterns of 508 women teachers in all levels of education, postulating three types:

1) Ambitious (stimulating, striving)
2) Conscientious (organized, demanding)
3) Indulgent (participating, understanding)

Their research suggested that each of the typologies incorporated its own motivations for and attitudes about teaching. Educationally, these dispositions are presumably manifested in both broad educational goals andin specific classroom behavior patterns. The hypothesis guiding this project was that a teacher's educational priorities and teaching strategies are functions of his typological proclivities; analysis of the theoretical conceptualizations of the three types delineated by Wright and Tuska made possible specific hypotheses relative to teacher belief and performance.

Ambitious Type. For this type, the underlying motivation is attainment and perfection of the self as represented by the ego ideal, with concomitant feelings of pride in fulfillment and shame in failure. Developmental behavior is characterized by emulation of an especially admired hero or model; role behavior is marked by inspiring leadership. Although the personal model may have been grounded in the father, an outside influence (such as teacher) can fill this role as well. We may expect that just as an inspiring teacher served as a model for their experience, so Ambitious types can now be exemplars for their own students.

Given these motivations, we expected that among the educational priorities of Ambitious teachers classes and students would be seen as dependent and in need of guidance, and that the locus of control would be centered with the teacher. Projection of personal goals onto classes would also cultivate competition and be reflected in a positive view of testing and grading. For this type, "success" in school isan important step toward maturity and individuality. Here, student progress is an indication of teacher "success."

Conscientious Type. Defensive identification, which constitutes the basic configuration of this type, is characterized by obedience to rules and authority; role behavior is often attuned to order and detail. Compliance with the demands of and obligations to the strictures imposed by the superego promote feelings of virtue; guilt is the negative emotion.

This interpersonal pattern tends to inhibit expressions of individualism. From this orientation, acceptable performance in school can be equated with preparation for later life --becoming a responsible worker and citizen. We hypothesized that teacher trainees who approached education from this interpersonal structure would support the idea of classroom control, adhere to established forms of curricular instruction (e.g., textbooks) and would be concerned with establishing an orderly, well-organized learning situation.

Indulgent Type. The Indulgent type of personality reflects the child-oriented side of the personality. This pattern is maternal in origin, and is typified by the emotional feelings of having, participating, and understanding. In contrast to the emphasis on maturity and independence which marks the Ambitious type of teacher, the Indulgent person prefers to recreate and enjoy the carefree times of childhood. The structuring identification is possessive, and leads the individual to seek ways to gratify a need for emotional satisfaction while concurrently reducing anxiety and tension.

Given the needs and priorities of the type, we anticipated that they would structure activities to promote student autonomy and expression, and would minimize subject-oriented learning. This type was not expected to exert authority and control in the

classroom. The type ordinarily might prefer to teach at the elementary level, where subject and achievement factors are of less importance. Only three I-type trainees were found in the population of this study -- a population training to teach at the secondary level.

The application of typological theory here does not suggest that the types as formulated are either mutually exclusive or that teaching methodologies cannot vary from a predetermined pattern. But insofar as each type is an accurate reflection of the psychological principles which are known to influence motivations and behaviors, we anticipated that each type would pursue certain educational outcomes in preference to others, and that in practice each type would endeavor to implement these conceptions where possible. Table 1 summarizes and contrasts some of the basic psychological attributes and educational perceptions attendant to each of the types.

TABLE 1. -- A summary of three teaching types

	Ambitious	Conscientious	Indulgent
Dominant Structure	ego ideal	superego	id
Nuclear identificatory pattern	emulative	defensive	possessive
Personal goal	self-assertion	membership	comfort
Teaching role	leadership	control	nurturant friendship
Goal in teaching	accomplishment	duties	understanding
Conception of class	group (followers)	group (wards)	individuals
Conception of students within class	status	conformity	relationship
Goal of education	self-enhancement	socialization	satisfaction

All of the priorities deemed to be stressed by each type were accepted as educationally defensible. For this reason, any indication of teaching "efficiency" or "effectiveness" is lacking, as are considerations of pupil gain or pupil preference. The purpose of the study

was to investigate the degree to which the psychological structure of the teacher (or teaching type) influences both belief about education and subsequent educational practice.

DESIGN AND METHODOLOGY

If, as alleged, the conceptual systems of teacher trainees differ according to type, measurable differences should be found among the types in respect both to belief about educational practice and in practice itself. In order to provide data different both in kind and in time, three separate types of instruments were employed: 1) projective; 2) objective self-report; and, 3) observers' report. Use of both projective and objective tests was intended to supply more kinds of information than is usually available from one of these types alone. The 32 subjects were tested or reported on at different stages of the training sequence, providing the advantage of studying a stable group during differing periods of development and experience.

The Projective Instrument: Free Association Patterns. The selection of a projective measure for the initial, classification stage of the study was intended to reveal underlying motivations and conceptions, thereby by-passing customary self-conscious defenses. There is general agreement that free association allows investigation of permanent personality traits accessible to the ego,[12] as well as to others which are unacceptable and are therefore customarily repressed. The dynamic nature of the word association format forces the subject to impose his own form and structure, and can permit release of feelings or emotions which may otherwise be blocked.[13] The position is that free association is "characteristically concrete, rich in personal meaning, and actively productive."[14] In contrast to Jung's method of "controlled" association, this use of the technique need not be concerned with such testing factors as timing and/or frequency of response. The seven verbal stimuli used for testing were selected from a larger pool of words tested with other trainees over a two year period. All of the words used were

clearly related to educational roles and functions. The stimuli, in the order presented to the subjects, were the words EDUCATION, GRADING, CLASS, KNOWLEDGE, TEACHER, LOW ACHIEVER, and STUDENT. 32 teacher trainees responded to an invitation to participate in the study. They were tested during their fifth quarter of residence in a graduate level training program, after course work and student teaching had been completed. Testing was accomplished individually, with an average time of 13 minutes duration.

The seven stimuli were presented, each with a one minute per word allowance for recording. The aid of two assistants was enlisted in the scoring and classification of the subjects, both of whom had extensive teaching experience. After familiarization with some of the theoretical constructs applicable to the types and a review of the priorities and patterns which might be expected to appear in response to the stimuli, the author and the assistants proceeded to analyze the response patterns independently. Raters made a determination for each response made, using an "A" (Ambitious), "C", (Conscientious), "I" (Indulgent), or "X" (inability to decide) accordingly. These were then totalled for each stimulus word. Final classification was made by stimuli according to the type (A, C, or I) which appeared most frequently in the opinion of the raters. A .937 level of agreement as to classification of the subjects to type resulted. Table 2 (page 9) presents the major themes and differences in perception which appeared for the three types.

Incorporated into the patterns of the Ambitious type teacher trainees was the idea of "being", which translates into a sense of motion and hormic activity. Self-imposed goals and personal ambitions (fulfillment of the ego ideal) are projected onto idealized learners recreating the cycle of emulative identification which originally influenced the psychological (and educational) development of the subject. Since the gap between expectation

TABLE 2. -- Response patterns by type

Stimulus	Ambitious	Conscientious	Indulgent
EDUCATION	success/pride	life/preparation	self/others
GRADING	achievement/ rating	task	negative/ artificial
CLASS	group/competitive	group/control	individuals
KNOWLEDGE	opportunity	duty	self/ambivalence
TEACHER	leader/model	responsible/ member	friend
LOW ACHIEVER	unfulfilled	blame projections	denial
STUDENT	dependent/ achiever	immature	needing/ expressive

and performance is amenable to measurement, the patterns often contained positive notions in regard to achievement and testing, and reflect concern about the relative standing or ranking of the participants. Personal accomplishment, from this view, may be equated with growth, learning, and fulfillment.

An overview of the basic considerations found within the patterns of the Conscientious types reflects the moral concerns and impositions of superego influence on the personality. The dominant perception centers around the setting of the educational enterprise, and seldom shows concern for personal or subjective reflections. Individuality is apparently subsumed in role, and the personal side is publicly repressed. The demanding side of personality vis-a-vis education is manifested through measures of control and a task-oriented approach (customarily well-organized and systematic).

In contrast to the foregoing, the patterns produced by Indulgent trainees were highly intraceptive and idiosyncratic. The fundamental concern of "having" was resolved by filling the roles of teacher and student simultaneously. This view acknowledges self-expression, but without the linking to success and achievement often seen as the logical concomitant by the Ambitious types. For the Indulgent type, the personal, emotionally-

satisfying aspects of the educative process take precedence over social/institutional expectations of learning and control. The learning component is focused more on self-knowledge, with recognition of the identities, needs, and motivations of the individuals sharing the educational experience.

Based upon the raters' analysis of the response patterns, the sample was divided into groups of 15 A-type trainees, 14 C-types, and only three Indulgent types. Since the training program was structured to prepare teachers for the secondary level, and since the needs and motivations of the I teacher may best be accommodated in an elementary setting, the imbalance in sample sizes could have been corrected only by including trainees from another program preparing lower-school teachers. Since this would have introduced a wide range of additional variables, this project included trainees from a single training program only.

The Self-Report Objective Instrument: The Wehling-Charters Test. For the investigation of the relationships between typology and belief a self-report instrument was employed: "Teacher Conceptions of the Educative Process".[15] Although the format does not contribute significantly toward understanding the psychological motivations and needs of the teaching types, it does provide information in quantitative form which is useful in understanding how each type addresses certain educational tasks. Selection of the Wehling-Charters test was based upon several factors: 1) The teaching types as conceptualized, the word association test, and the Wehling-Charters test all avoided value-related questions about teaching performance or success; 2) The research guiding both this study and the development of the Wehling-Charters test understands the conceptual systems of teachers to be complex clusters of belief rather than variations along a "democratic-authoritarian" continuum; and, 3) no predictions or assumptions were made about the subjects which were not related to an educational concept. The Wehling-Charters test

was developed to elicit clear preferences from subjects in regard to educational practices and activities.

Wehling and Charters analyzed the responses of 291 teachers, obtaining eight dimensions of educational belief. Four were judged to be particularly germane to this study. These four dimenions are: 1) "Subject-Matter Emphasis" (Dimension 1). This dimension represents the presence of the belief that course content is of primary importance; 2) "Student Autonomy versus Teacher Control" (here, Dimensions 2A and 2B). This bipolar dimension tests the conception of the trainee in regard to teacher/student direction of learning experiences; 3) "Classroom Order" (Dimension 3). Wehling and Charters view this dimension as measuring the teacher's commitment toward order, routine, and control over the classroom, and, 4) "Consideration of Student Viewpoint" (Dimension 4). This dimension seeks to measure the belief that the teacher must cultivate warm and supportive relationships with students, and be sensitive to needs and wants.

Operational hypotheses were formulated for each of these dimensions. Table 3 summarizes the predicted mean score positions for the three types on the four Wehling-Charters dimensions used for this study.

TABLE 3. -- Predicted group positions on four Wehling-Charters dimensions

Dimensions	Types		
	Ambitious	Conscientious	Indulgent
1. Subject-Matter Emphasis	H	M	L
2. A. Student Autonomy	M	L	H
B. Teacher Control	M	H	L
3. Classroom Order	M	H	L
4. Consideration of Student Viewpoint	M	L	H

Differences were tested using analysis of variance between means, with a level of significance set at $p < .05$. To facilitate investigation, the reciprocal poles of Dimension

2 were created separately, so that an analysis of five dimensions (five dependent variables) resulted. Testing of the belief systems of the trainees was accomplished concurrently with the collection of the word association data, according to the instructions which accompany the instrument.

The Descriptive Instrument: "Student Perceptions of the Classroom". Study of the second dependent variable, intern classroom performance, was completed during the intern teaching year. Conceptually, the hypothesis was that teaching strategies enacted in the task environment would reveal differences in practice consistent with the needs and beliefs of the respective types.

Research has established that teachers maintain a stable classroom climate, that both affective and cognitive domains are affected by teacher-pupil interactions, and that pupils are in agreement when describing both the behaviors and the support which exists in the classroom.[16] The final stage of this study used an instrument which was developed to explore several facets of the student-teacher relationship, and was based upon the premise that students can identify the strategies and priorities of teachers.

The test used, "Student Perceptions of the Classroom", was developed by the author and was constructed to obtain two major perceptions from students: 1) what the students believed to be the teacher's motives and/or beliefs behind her requests and actions; and, 2) ways in which the interns were perceived to be managing the daily routines of the class. Preliminary testing was done with former trainees and other teachers of the author's acquaintance, resulting in revisions leading to the final form. The SPC contained two parts. The main section was comprised of 24 descriptive items. Each item contained three foils, of which one corresponded to motivations for self-assertion and content (Achievement/ Ambitious); the second scale was for routine, task, and compliance (Conformity/Conscientious), and the third the existence of supportive, close

pupil-teacher rapport (Nurturance/Indulgent). Each foil was designed to be representative of the hypothesized needs of one of the types. The student, in ascribing motives and describing events, classified the teacher accordingly. The items were constructed to deal with both affective and cognitive domains, and were written to accommodate differences among courses and subjects of study. Section B, comprising five items, was included to allow students the opportunity to express their reactions to and evaluations of their intern's priority system and performance.

Operational hypotheses were formulated for Section A of the instrument, predicting that the Ambitious group would score highest on the Achievement Scale, the Conscientious group would score highest on the Conformity Scale, and that Indulgent trainees would receive the highest score on the Nurturance Scale of the test. These hypotheses were tested using analysis of variance between means, with a level of significance set at $p < .05$.

The Student Perceptions Test was administered by the author in the classes of the interns during the Spring of the intern teaching year. Students completed the test anonymously, with the assurance that results would have no bearing upon their grades or work in the course. The selection of classes for testing depended upon the availability of a mutually convenient time and an effort to test a diversity of courses and levels. Perceptions were obtained across all four school years and included six subject areas. The 1,203 students who completed tests may be viewed as a random sample of secondary school students in regard to such variables as sex, race, age, socio-economic status, and academic ability.

Sample Characteristics

The sample population for the study consisted of 24 female and 8 male trainees. The

sample is assumed to be representative of student populations in that particular program for recent years. Sample size for classroom testing dropped to 26 of the original 32, the draft, mid-year resignations, and administrative interference in the schools accounting for the attrition. The final sample consisted of 14 A-type interns, 11 C types, but only one I type. Intern placements encompassed a wide variety of schools and situations. The schools can be classified as inner city (6 subjects), city (8), parochial (4), and suburban (8). Ten subjects were in the social science fields, nine were in English or the Humanities, and seven were math or science majors.

RESULTS OF TESTING

Dependent Variable A: Trainee Belief

Table 4 compares the mean differences between the Ambitious and Conscientious groups on the five variables of the Wehling-Charters test of educational belief.

TABLE 4. -- Analysis of variance on five Wehling-Charters dimensions comparing Ambitious and Conscientious groups (belief)

Dimensions	Mean Square	df	F	p
1. Subject-Matter Emphasis	28.10	1	0.66	0.43
2A. Student Autonomy	85.02	1	2.31	0.14
2B. Teacher Control	31.50	1	1.05	0.31
3. Classroom Order	104.96	1	3.93	0.05
4. Student Viewpoint	294.86	1	11.91	0.001

n: A=15, C=14

Table 5 (page 15) compares the mean differences between the Ambitious and Indulgent groups. The hypotheses predicted mean differences at the $p < .05$ level would be found between all groups on all dimensions. Although none of the hypotheses were fully supported statistically, group performance, with one exception, followed anticipated patterns. The Conscientious trainees scored the highest among the three groups on the control variables (Dimensions 2B and 3), and the lowest on the student-oriented

TABLE 5. -- Analysis of variance on five Wehling-Charters dimensions comparing Ambitious and Conscientious groups (belief)

Dimensions	Mean Square	df	F	p
1. Subject-Matter Emphasis	288.01	1	6.72	0.02
2A. Student Autonomy	280.90	1	7.63	0.01
2B. Teacher Control	57.60	1	1.92	0.18
3. Classroom Order	82.18	1	3.08	0.09
4. Student Viewpoint	0.10	1	0.00	0.95

n: A = 15, I = 3

variables (2A and 4), all as predicted. The I scores reflected the trends hypothesized for the group, i.e., they scored lowest on the subject and control dimensions while scoring highest on the student-centered ones. Overall, 13 of 15 predicted positions appeared, as evidenced in Summary Table 6.

TABLE 6. -- Summary table: predicted and actual group mean rankings, Wehling-Charters test (belief)

	Dimensions				
	1 Subject	2A Autonomy	2B Control	3 Order	4 Viewpoint
Predicted Order	A	I	C	C	I
	C	A	A	A	A
	I	C	I	I	C
Observed Order	C	I**	C	C*	I
	A	A	A	A	A
	I*	C	I	I	C**

* significant difference ($p \leq .05$) between this group and the other groups
** significant difference ($p \leq .01$) between this group and the other groups

Dependent Variable B: Intern Practice

The presence of only a single I category intern for this testing stage precludes discussion of classroom practices as they relate to the I type. Data furnished by the

by the students of the interns (n = 1,203) were analyzed through analysis of variance between means (significance set at the p< .05 level), producing the following results.

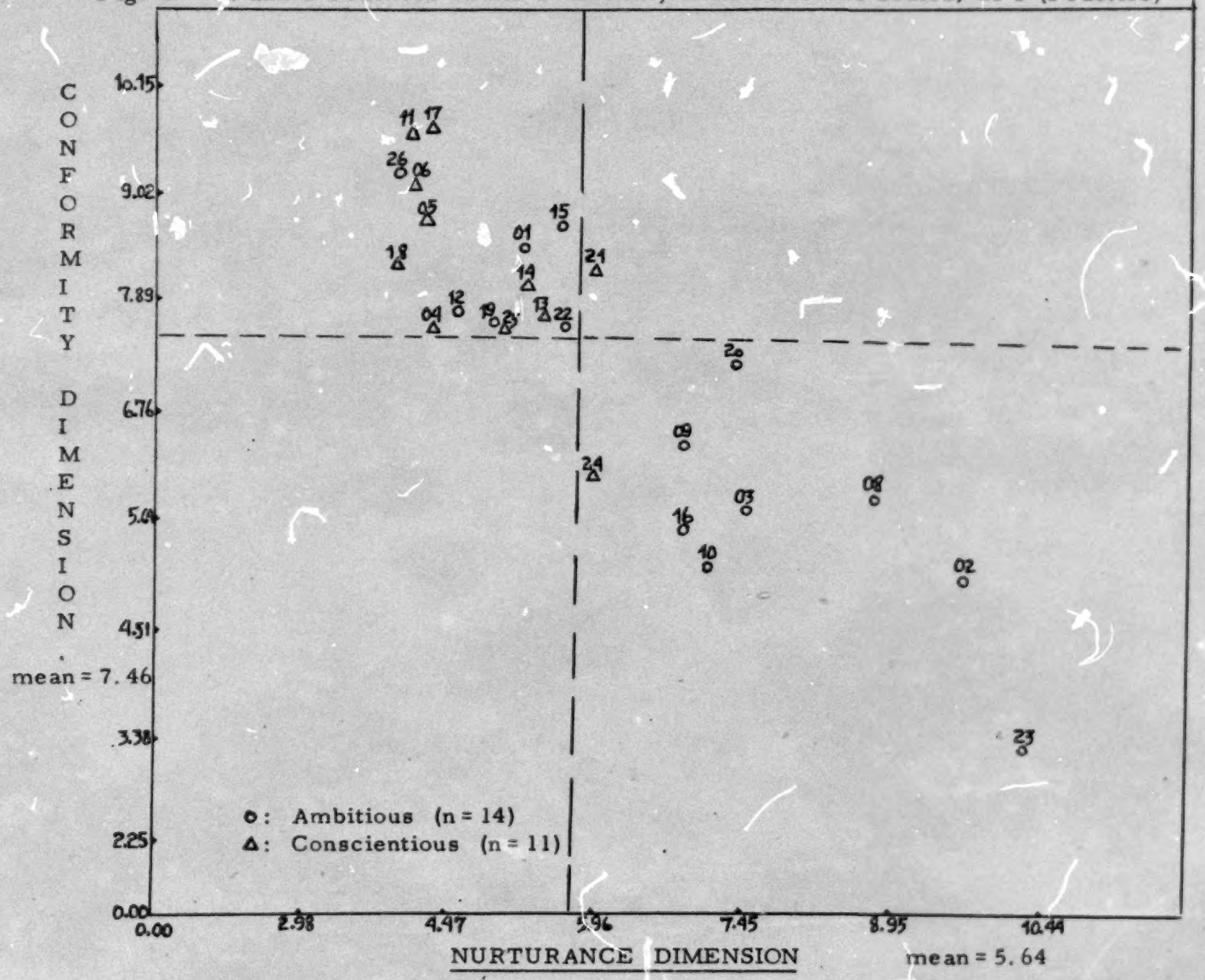
TABLE 7. -- Analysis of variance on the Student Perceptions test comparing Ambitious and Conscientious groups (practice)

Source of Variation	Variables (Scales)	df	Mean Square	F (1,23)	p
Between Ambitious & Conscientious Teacher Groups	Achievement	1	210.99	Achievement: $\frac{210.99}{75.32} = 2.80$	N.S.
	Conformity	1	646.30	Conformity: $\frac{646.30}{84.83} = 7.69$	.03
	Nurturance	1	1312.87	Nurturance: $\frac{1312.87}{114.06} = 11.51$	.005
Among Teachers within Ambitious & Conscientious Groups (A = 14, C = 11)	Achievement	23	75.32		
	Conformity	23	84.83		
	Nurturance	23	114.06		

The comparison made here is the variation between types of teachers (A vs. C, 1df), compared to the variation within types of teachers (23 df). We predicted that the Ambitious category interns would score highest of the three groups on the A Scale of the Student Perceptions test. The hypothesis was rejected, the C group mean being the highest found. A further prediction was that the Conscienticus group would receive the highest mean score of the groups on the Conformity Scale. Results of testing confirmed this expectation. Finally, it was predicted that the Indulgent interns would receive the highest Nurturance Scale score, with an I/A/C ranking expected. A highly significant difference separated the A and C groups on this scale.

Additional Findings: A and C (with r group) scores on the Conformity and Nurturance Scales. Figure 1 (p. 17) presents the relative positions of A and C interns on the Conformity and Nurturance Scales of the SPT. The A group scores depict the variability

Fig. 1 -- A and C Teachers on the Conformity and Nurturance Scales, SPT (Practice)



trends found within the A group of 14 interns -- the N Scale produced the highest within-group variability (A Scale = 58.95, C Scale = 117.15, and N Scale = 173.84). In sharp contrast, the C teachers (with one exception) cluster in the high Conformity quadrant of the graph, and produced a variability trend as follows: A Scale = 96.61; C Scale = 42.82; and, N Scale = 36.36.

These findings were incorporated into the analysis by taking the scoring differences for individual interns and subtracting the mean score on the Nurturance Scale from that produced on the Conformity Scale (C - N Scale score). Positive scores indicated conformity-oriented behaviors were reported by students. Where C - N scores appeared as negative, Nurturant teacher behaviors were seen to predominate in practice.

Addional Findings: Student Reaction. Item #29 of Section B asked students to react to their intern's performance. Results were rendered as an F - U score by omitting the "Acceptable" foil and then subtracting the number of "Unfavorable" responses from the number of "Favorable" ones. Three Ambitious and three Conscientious type interns received negative F - U scores from their students, indicating rejection of their classroom strategies and behaviors. The implications of this score for these trainees will be discussed more fully below.

The third testing stage examined intern performance in the classroom as reported by pupils. Group results appear in the following summary table.

TABLE 8. -- Summary table: predicted and actual group mean rankings, Student Perceptions test (practice)

	Scales		
	Achievement	Conformity	Nurturance
Predicted High Group	A	C	I
Expected Group Order	C I	A I	A C

TABLE 8. -- Continued

	Scales		
	Achievement	Conformity	Nurturance
Results	C	C*	(I)
	A	(I)	A**
	(I)	A	C

*significant difference ($p = .03$) between A and C interns
**significant difference ($p < .01$) between A and C interns
() represents results for only one Indulgent category intern

DISCUSSION OF RESULTS

Ambitious and Conscientious Group Scoring

Analysis of classroom testing data indicated that students saw clear differences between A and C teachers in regard to Conformity-oriented and Nurturant teaching behaviors. Further analysis centered around the C - N differential, where, for A interns, almost identical mean scores of C = 6.77 and N = 6.74 were found. For C interns, however, the difference was 3.66, based upon means of 8.26 (C) and 4.61 (N). These scores showed that Ambitious types manifested both Conformity and Nurturant behaviors in the classroom, the proportion (or orientation) depending upon the particular teacher. But the C interns were far less likely to exhibit Nurturant teaching behaviors in the classroom than they were Achievement or Conformity type behaviors. The magnitude of this differential is in accord with our expectations of the C group, and is in line with the variability trend reported.

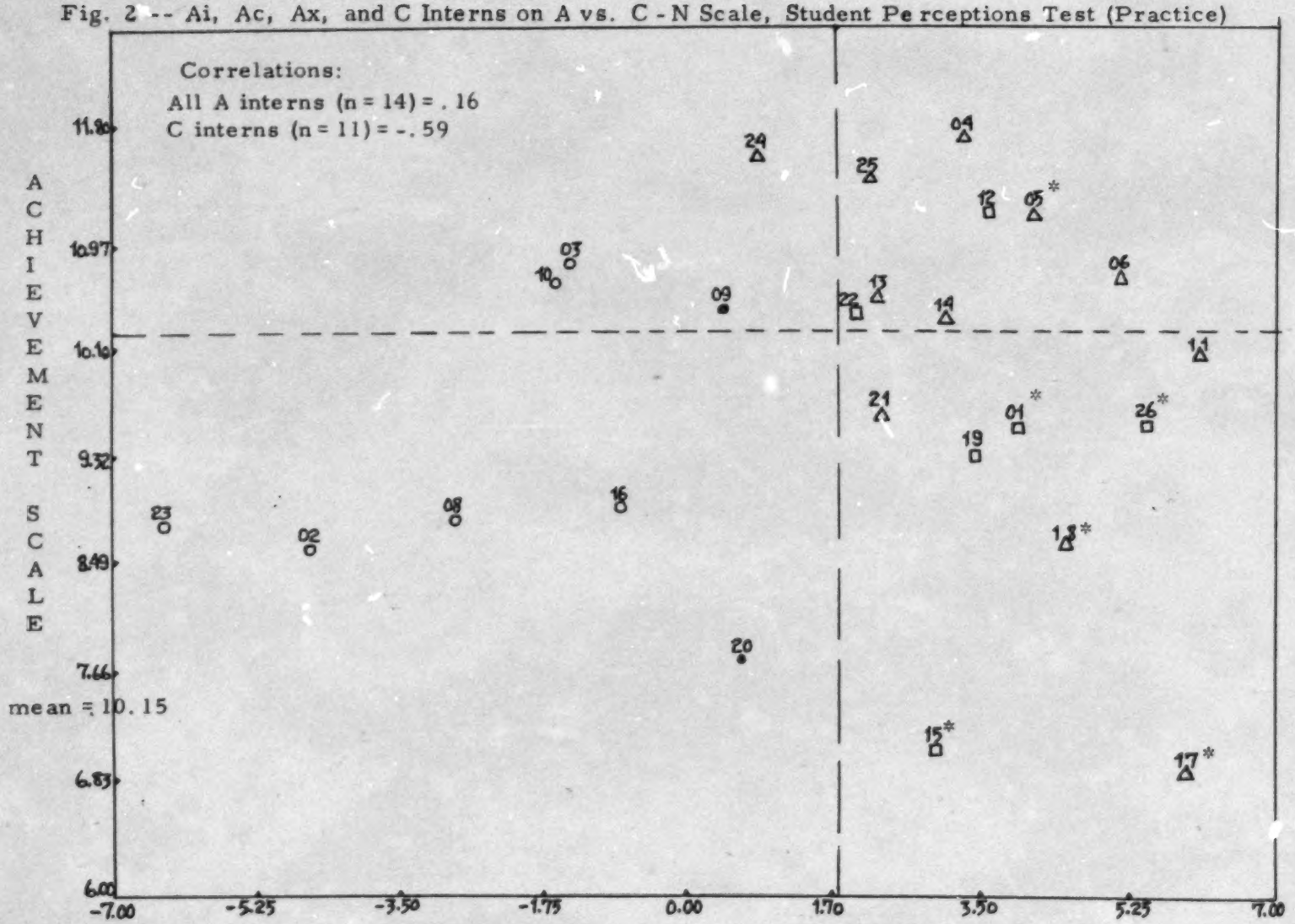
This investigation also revealed that the Ambitious group was comprised of individuals who, in relative degrees of intensity, incorporated within their dominant A structure a sub-dominant Conscientious or Indulgent set of needs. In terms of the scales of the Student Perceptions Test, they presented either an Achievement (Ambitious) plus

Nurturance (Indulgent) or an Achievement (Ambitious) plus Conformity (Conscientious) pattern of classroom practice. Examination of scoring patterns across all three stages of testing illuminated these consistent combinations and orientations. The Ambitious subjects were therefore re-classified into the following sub-groups: 1) Ai (Ambitious/indulgent), those interns who, within their dominant Ambitious personality structure, also exhibited sub-dominant Nurturant-oriented beliefs and classroom behaviors; 2) Ac (Ambitious/conscientious), those who, within their dominant Ambitious personality structure, also manifested sub-dominant control and Conformity-oriented beliefs and classroom practices; and, 3) Ax, two interns who did not manifest consistent sub-dominant sets of beliefs or practices across the testing stages.

Comparison of Ambitious and Conscientious group performances on an Achievement vs. C - N dimension is presented in Figure 2 (p. 21). Shown clearly is the tendency of the C interns to cluster in the high C - N range (Conformity-oriented practices). There is no systematic variability across the Ambitious group scores, and the correlation is weak, at 0.16. But the sub-group of Ai interns all demonstrated the presence of in-class Nurturant behaviors (i.e., they spread across the negative C - N range). The six Ac interns scored in a relatively high Conformity-oriented fashion. Of importance also are the scoring positions of the interns within the low A/high C quadrant -- five of the six interns rejected by pupils (negative F - U scores) are found in this range.

The importance of this line of analysis is found in the fact that, in general, as the Achievement score diminishes, the Conformity score rises. In practice, it appears that as Ac and Conscientious type teachers minimize Achievement behaviors they increase teaching behaviors which demand conformity from pupils. They will also simultaneously engage in even fewer Nurturant, supportive actions. For these types, Conformity becomes an antithesis to Achievement. This signifies that the teacher's inner

Fig. 2 -- Ai, Ac, Ax, and C Interns on A vs. C - N Scale, Student Perceptions Test (Practice)



drive for compliance is manifested in practice at the expense of learning goals and activities, this process being devoid of personal, supportive teacher-pupil interactions.

Individual Scoring

Review of findings across all three test stages was especially significant in terms of individual pre-service assertions vis-a-vis clinical experience. While differences among the groups on the Wehling-Charters test was informative about typological pre-service beliefs, the results proved to be even more valuable in reference to individual scoring patterns. Figure 3 (p. 23) depicts the scoring ranges for Ai, Ac, and C groups. Three Ac and three C type individuals are also presented in Figure 3, the six interns who received negative F - U scores (negative pupil reaction to overall teaching performance). All six subjects recorded pre-service belief statements uniformly more "student" oriented and less "control" oriented than the other members of their type group. But their C - N scores ranged from 2.89 to 5.77, showing that their pupils perceived their teaching to be highly Conformity-oriented. These findings strongly indicate that these six Ac and C trainees progressed through training with an educational philosophy which was inconsistent with their psychological needs and one which was not implemented once they began teaching. Evidently they taught in a manner directly counter to their pre-service assertions. None of these interns were re-hired by their schools for a second year (one had resigned early in the second semester). Subsequent inquiries determined that five of the six had apparently decided to leave teaching permanently.

Figure 4 (p. 24) presents the relative positions of all 26 A and C interns on belief and practice tests. The S - T/C score was calculated from the subject's Wehling-Charters scores by subtracting the "Teacher/Classroom" mean score (Dimensions 2B

Fig. 3 -- Ai, Ac, and C Group Scoring Ranges with Ac and C Student Rejection Interns on Wehling-Charters Dimensions 2A+4/2B+3 (Belief)

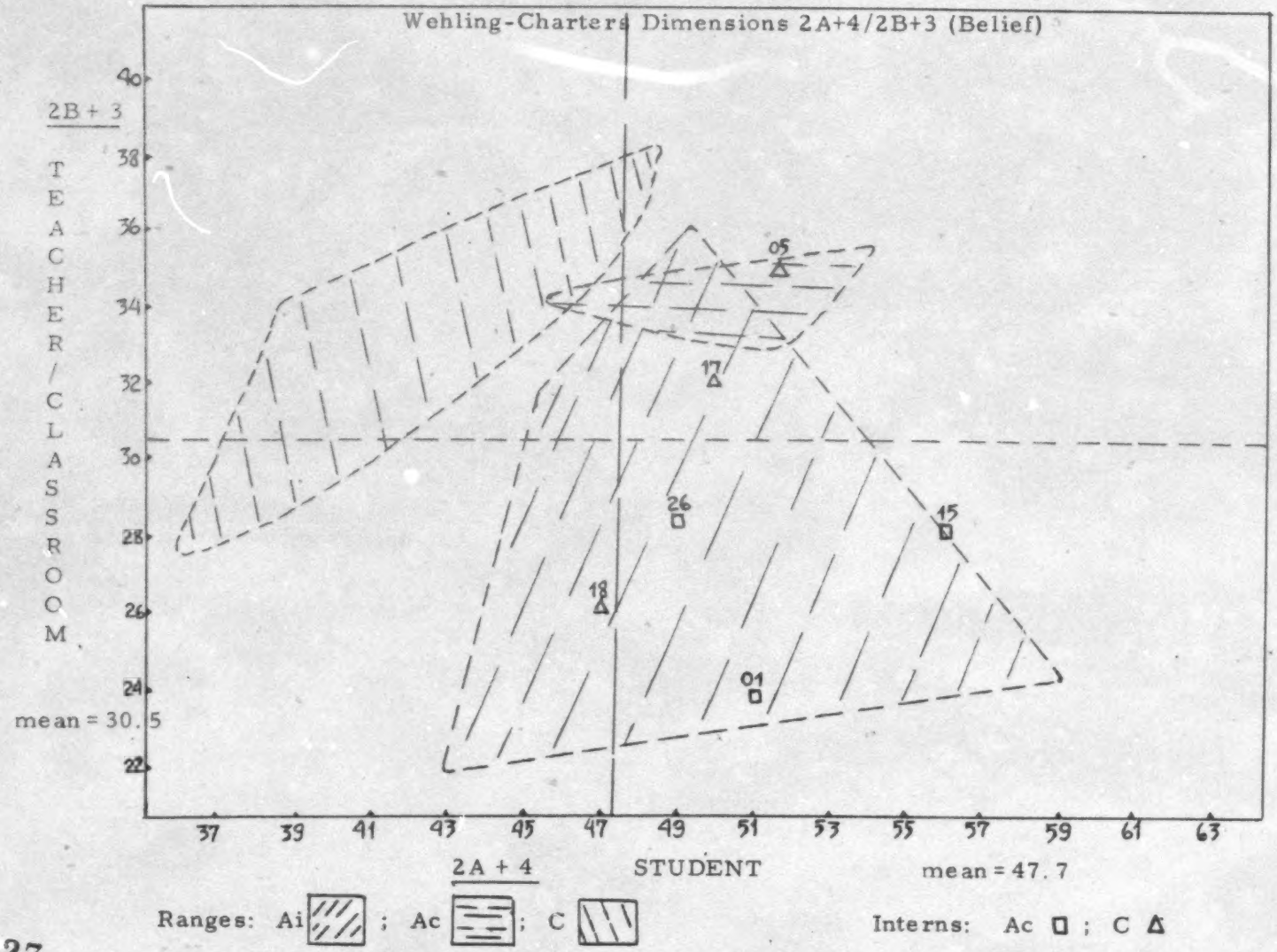
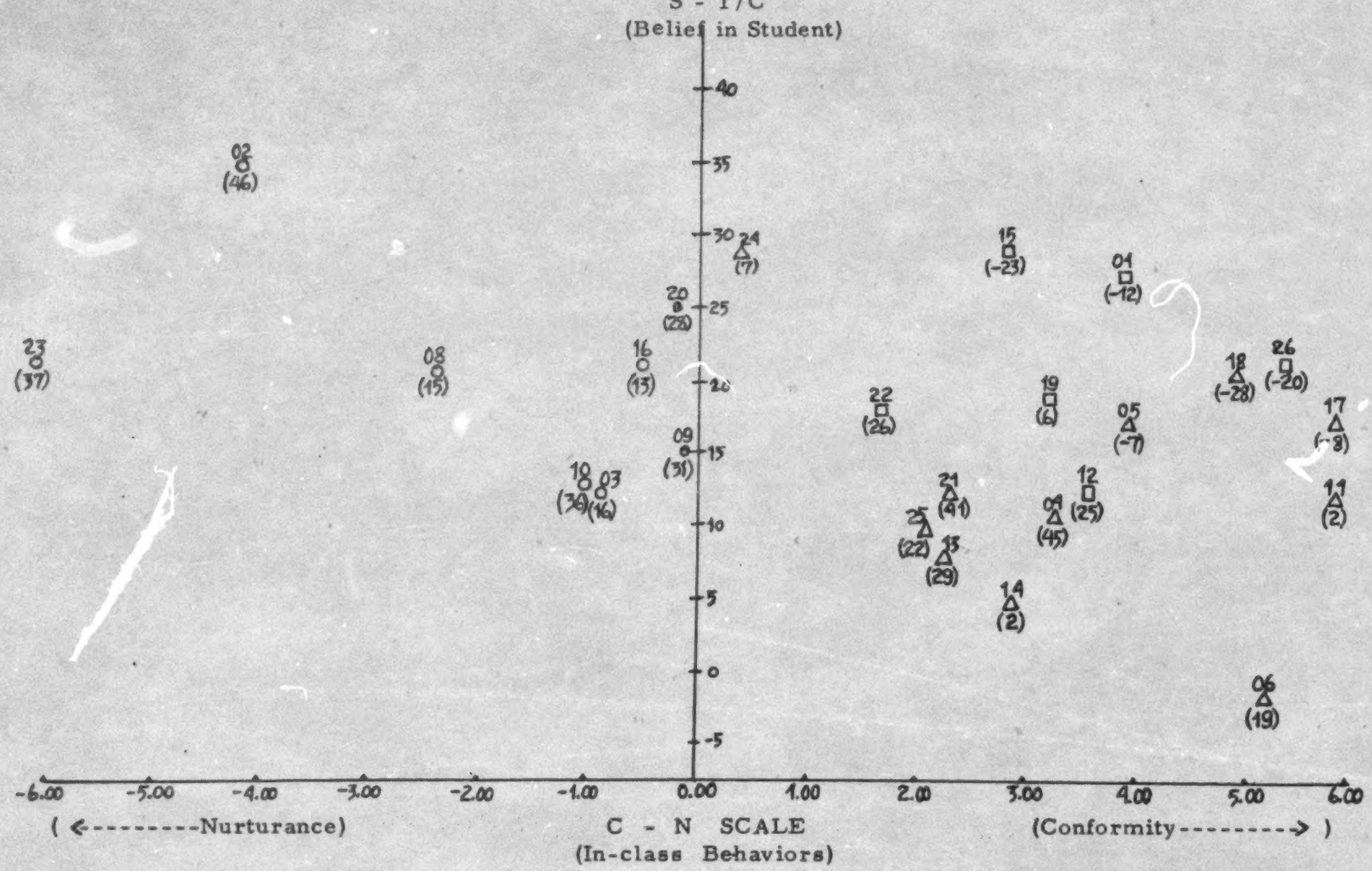


Fig. 4 -- Ai, Ac, Ax, and C INDIVIDUAL SCORES ACROSS TESTS OF BELIEF AND PRACTICE



and 3) from the mean produced on the "Student" dimensions (2A and 4), omitting the "Subject-Matter Emphasis" dimension. The higher the S - T/C score, the stronger the in-training commitment to student-oriented teaching practices. F - U scores appear in parentheses. Student acceptance (positive F - U score) correlates closely with consistency between pre-service belief and intern teaching behaviors -- either "Student plus Nurturance" or "Teacher plus Conformity". The six interns with negative F - U scores cluster in the "Student plus Conformity" area of the chart.

The results of the study, considering both typological groups and individuals, suggest that pupils: 1) perceive differences in style and teaching behaviors between Ambitious and Conscientious types; 2) readily accept both A and C type teachers and teaching systems; and, 3) will reject teachers whom they perceive to be inconsistent -- i.e., individual teachers of either typology who present conflicting sets of educational ideology and teaching strategies.

Limitations of the Study

The sample was not selected from the general population of teachers. To this extent, findings can only be generalized to other populations from which this sample could be expected to be selected as a sample.

IMPLICATIONS FOR TEACHER TRAINING

All of the subjects in the sample were products of the same training program. But it is obvious that, as interns, they implemented their training stylistically, responsive to motivations and needs not readily apparent. Since research has already cast doubt upon the degree to which training sequences influence their clients, it seems that additional attention to the psychological needs and motivations of trainees during the pre-service period might enhance the trainees' understanding of the role teacher psychology plays in shaping classroom climate and teacher-pupil rapport. The word

association technique has been presented here as a classification device. The author's experience, however, suggests that its most productive use is in a seminar situation where trainees can: 1) assess and reflect upon their personal conceptions of education and teaching; and, 2) exchange ideas and perceptions with other trainees who hold differing (but equally valid) conceptions of what a teacher "should be".

A systematic analysis of the motivations and priority system of the trainee can permit the formulation of a training sequence which specifically addresses the needs of the trainee. This can allow for the perfection of responses and teaching techniques which are already likely to have been established and are therefore areas of strength, while concomitantly recognizing and introducing other attitudes and responses which need to be developed and strengthened.

As Wright and Tuska suggest, the training program should provide the opportunity to place the dream of being a teacher against the realities of teaching. Psychological motivations for teaching, and the conceptualization of what a teacher is and does, apparently influences the ways in which trainees fill the role. The pre-service sequence should be structured so that trainees become aware of their interpersonal behavior, motivations, and expectations, be given the opportunity to develop concomitant skills, and be introduced to a wider range of perceptual possibilities than they hold at that point in their development. The introduction of basic personality types into the training sequence provides us with a useful analytic system upon which to explore some predictable patterns and relationships between teacher needs and teaching behaviors.

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